

Clover Middle

300 Clinton Avenue
Clover, South Carolina 29710

Grades 5-6 Elementary School

Enrollment 437 Students

Principal Will Largen 803-222-9503

Superintendent Dr. Vickie Phelps 803-222-7191

Board Chair Jeffrey M. Siegrist 803-831-9383

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	42	18	1	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	No
2004	Average	Unsatisfactory	No
2005	Average	Unsatisfactory	No
2006	Average	Unsatisfactory	No

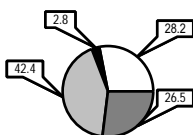
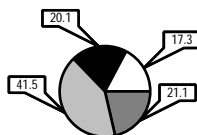
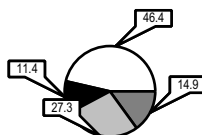
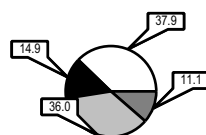
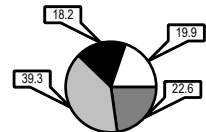
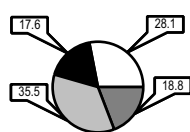
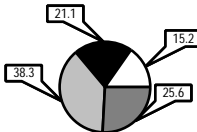
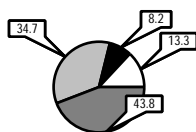
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

91.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	448	100.0	28.2	42.4	26.5	2.8	40.3	Yes	Yes
Gender									
Male	249	100.0	32.8	43.3	21.8	2.1	34.5	N/A	N/A
Female	199	100.0	22.3	41.3	32.6	3.8	47.8	N/A	N/A
Racial/Ethnic Group									
White	364	100.0	23.1	45.4	28.0	3.5	43.1	Yes	Yes
African American	68	100.0	57.1	28.6	14.3	0.0	19.0	No	Yes
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	401	100.0	23.7	44.1	29.0	3.2	43.8	N/A	N/A
Disabled	47	100.0	67.4	27.9	4.7	0.0	9.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	448	100.0	28.2	42.4	26.5	2.8	40.3	N/A	N/A
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	442	100.0	28.0	42.3	26.8	2.9	40.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	202	100.0	38.8	41.5	19.1	0.5	30.3	No	Yes
Full-pay meals	246	100.0	19.7	43.2	32.5	4.7	48.3	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	448	100.0	17.3	41.5	21.1	20.1	56.9	Yes	Yes
Gender									
Male	249	100.0	20.6	36.6	23.9	18.9	55.0	N/A	N/A
Female	199	100.0	13.0	47.8	17.4	21.7	59.2	N/A	N/A
Racial/Ethnic Group									
White	364	100.0	13.0	41.3	22.8	22.8	62.1	Yes	Yes
African American	68	100.0	42.9	44.4	7.9	4.8	23.8	Yes	Yes
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	401	100.0	14.0	41.4	22.4	22.2	60.2	N/A	N/A
Disabled	47	100.0	46.5	41.9	9.3	2.3	27.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	448	100.0	17.3	41.5	21.1	20.1	56.9	N/A	N/A
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	442	100.0	17.2	41.6	20.8	20.3	56.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	202	100.0	24.5	46.3	16.5	12.8	44.1	Yes	Yes
Full-pay meals	246	100.0	11.5	37.6	24.8	26.1	67.1	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	448	100.0	46.4	27.3	14.9	11.4	26.3
Gender							
Male	249	100.0	43.7	26.9	17.2	12.2	29.4
Female	199	100.0	50.0	27.7	12.0	10.3	22.3
Racial/Ethnic Group							
White	364	100.0	41.9	29.5	16.5	12.1	28.6
African American	68	100.0	74.6	17.5	4.8	3.2	7.9
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	401	100.0	43.3	28.8	15.6	12.4	28.0
Disabled	47	100.0	74.4	14.0	9.3	2.3	11.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	448	100.0	46.4	27.3	14.9	11.4	26.3
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	442	100.0	46.4	27.0	15.1	11.5	26.6
Socio-Economic Status							
Subsidized meals	202	100.0	58.5	23.9	10.6	6.9	17.6
Full-pay meals	246	100.0	36.8	29.9	18.4	15.0	33.3

Social Studies							
All Students	448	100.0	37.9	36.0	11.1	14.9	26.1
Gender							
Male	249	100.0	37.8	32.8	12.2	17.2	29.4
Female	199	100.0	38.0	40.2	9.8	12.0	21.7
Racial/Ethnic Group							
White	364	100.0	34.7	37.6	12.1	15.6	27.7
African American	68	100.0	60.3	25.4	7.9	6.3	14.3
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	401	100.0	36.4	35.9	11.6	16.1	27.7
Disabled	47	100.0	51.2	37.2	7.0	4.7	11.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	448	100.0	37.9	36.0	11.1	14.9	26.1
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	442	100.0	38.0	35.9	11.0	15.1	26.1
Socio-Economic Status							
Subsidized meals	202	100.0	50.0	30.9	10.1	9.0	19.1
Full-pay meals	246	100.0	28.2	40.2	12.0	19.7	31.6

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	204	100.0	27.3	42.8	26.8	3.1	29.9
	6	217	100.0	36.3	39.2	20.6	3.9	24.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	226	100.0	23.3	46.0	29.3	1.4	30.7
	6	222	100.0	33.3	38.6	23.7	4.3	28.0
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	204	100.0	27.3	36.1	17.5	19.1	36.6
	6	217	100.0	19.1	41.7	22.5	16.7	39.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	226	100.0	16.3	41.9	18.6	23.3	41.9
	6	222	100.0	18.4	41.1	23.7	16.9	40.6
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	204	100.0	40.7	26.3	18.0	14.9	33.0
	6	217	100.0	40.7	33.3	12.7	13.2	26.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	226	100.0	44.2	28.4	14.4	13.0	27.4
	6	222	100.0	48.8	26.1	15.5	9.7	25.1
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	204	100.0	38.7	32.5	16.5	12.4	28.9
	6	217	100.0	29.9	37.3	14.7	18.1	32.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	226	100.0	40.5	37.7	9.8	12.1	21.9
	6	222	100.0	35.3	34.3	12.6	17.9	30.4
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 437)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	0.9%	Up from 0.7%	2.1%	2.8%
Attendance rate	96.8%	Up from 96.4%	96.8%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 0.2%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 0.2%	0.0%	0.0%
Eligible for gifted and talented	19.3%	Down from 20.0%	17.2%	10.4%
On academic plans	38.4%	N/AV	25.7%	33.6%
On academic probation	1.8%	N/AV	1.5%	1.0%
With disabilities other than speech	8.0%	Down from 10.1%	7.6%	7.5%
Older than usual for grade	1.4%	No change	0.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 37)				
Teachers with advanced degrees	62.2%	Up from 53.8%	57.0%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	6.2%	N/A	2.1%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	82.8%	Down from 84.7%	88.7%	87.3%
Teacher attendance rate	95.5%	Up from 93.5%	94.9%	94.9%
Average teacher salary	\$46,467	Up 4.7%	\$43,669	\$42,485
Prof. development days/teacher	18.4 days	Up from 14.6 days	11.9 days	13.3 days
School				
Principal's years at school	3.5	Up from 2.5	5.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Up from 17.0 to 1	20.2 to 1	18.6 to 1
Prime instructional time	90.3%	Up from 88.5%	90.3%	89.7%
Dollars spent per pupil*	\$8,765	Up 16.4%	\$5,915	\$6,557
Percent of expenditures for teacher salaries*	63.7%	Down from 66.1%	65.8%	64.0%
Percent of expenditures for instruction*	65.7%		70.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.6%	Up from 99.0%	99.0%	99.0%
SACS accreditation	No	Down from Yes	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.8%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Clover Middle School is committed to providing a comprehensive educational program enabling all students to experience academic achievement and personal growth. In addition to basic skills, the academic program is designed to challenge and provide each child with engaging activities. In 5th grade PACT (ELA, Math, Science and Social Studies), the percent of proficient and advanced students was above the state average. In 6th grade PACT (ELA, Math, Science, and Social Studies), the percent of students who scored basic and above exceeded the state average.

Students are scheduled into academic blocks with at least one activity period daily. Activities include music, band, art, guidance classes, chorus, health, and physical education. Exposure to technology in classrooms, technology labs, and the library media center enhances instruction as well as empowers students for the future through the innovative use of technology. Character education is also a point of emphasis throughout our building.

While participating in quality professional development, a variety of effective strategies have been introduced and reinforced to assist Clover Middle School teachers in designing lessons that actively engage students. Teachers have also been involved in developing district-wide core beliefs, teacher value statements, and school-based professional development that impact and enhance instruction.

Through a variety of additional educational opportunities such as academic assistance, writing is fun, and student council service learning, students are encouraged to discover their full potential. Clover Middle School students were honored this year by winning the District Spelling Bee and Lt. Governor's Writing Award. Parents also play an important role in our school through their support and participation in events such as PTO, School Improvement Council, and Family Education Night.

Judy Krenzer, Principal
Debbie Atkins, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	37	187	89
Percent satisfied with learning environment	97.3%	78.6%	87.5%
Percent satisfied with social and physical environment	100.0%	83.1%	84.3%
Percent satisfied with school-home relations	94.6%	85.6%	81.6%

*Only students at the highest elementary school grade level at this school and their parents were included.